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ABSTRACT

Fifty-eight literature citations relevant to preparation of teachers for Southwestern Spanish-speaking children and youth are reviewed in this paper. The citations include journal articles, monographs, research reports, and synthesis papers published between 1920 and 1974. Topics covered are bilingual teaching strategies, stereotyping, problems and issues of teaching Chicano pupils and youth, testing, standardized psychometrics and mental measurements, reform legislation, criteria for bilingual programs, and quality teacher preparation program design. (NQ)

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Bilingualism: A Review of the Literature Relevant to Preparation of Teachers for Southwestern Spanish-Speaking Children & Youth

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Bilingualism: A Review of the Literature Relevant to Preparation of Teachers for Southwestern Spanish-Speaking Children and Youth

Literature relevant to bilingual teaching strategies was enmeshed in an ill-defined and widely scattered fashion until the appearance of an article by D. Tajeda Dymek[1] in 1938. This "thought piece" described, "Spanish and Their Problems." Earlier researchers frequently treated bilingual considerations in a molar or globular fashion. Emory S. Bogardus,[2&3] Immigration and Race Relations, 1928, plus his Mexican in the United States, 1934, are illustrative of the general impressionistic social science of the period.

Much of the early literature treating education of the Spanish-surnamed described learners as shy, inferior, uncompetitive and best served by vocational programs, Stanley (1920); Dickerson[4] (1937) and Tuck[5] (1946). A multicultural and positive orientation surfaced with initial descriptive studies by Chicano intellectuals represented by Gamio[6] (1931); Sanchez[7&8] (1934; 1940), and Ulibarri[9] (1958).

The initial molar studies often covered labor, economics, housing, biomedical, educational, and social status in an inclusive fashion. Stereotypes were generated by Burma[10] (1954), Kluckhohn and Strodbeck[11] (1961); McWilliams[12] (1949); and the American Council of Learned Societies (1932). Guzman[13] in testifying before a Cabinet Committee Hearing on Mexican-American Affairs in 1967 described the dangerous heritage of such stereotypes:

> . . . To establish elaborate exegesis from the fact that some members may have a rural sense of time; that some of them may remain dependent upon the local curandero; that some males remain obsessed with a notion of machismo; and that others have an overriding sense of social fatalism is not only disingenuous; it is a cruel hoax. (p. 246).

Romano V[14] (1968) has described the major fault of potential stereotype psychology: Anglos have accepted a generalization of homogeneity wherein all Chicanos are erroneously expected to comport themselves according to a tightly defined and archaic scale of motivational values and narrow norms. Romano V designed a model whereby Chicanos can judge themselves independently of stereotype logic.

A somewhat restrictive literature dedicated to the central problems and issues of teaching Chicano pupils and youths began to emerge with the issuance of Neal and Storm's Open Door Primer, First Reader[15] (1927); this work probably constituted the initial primer by an American publisher.

Manuel[16] (1930); Reynolds[17] (1933); Meriam[18] (1937); followed by Coleman and King[19] (1940), offered pioneer descriptions of problems faced by Spanish-speaking and teaching methodological approaches. The Texas Education Agency[20] (1930); California State Department of Education[21] (1932), followed by Arizona State Department of Education[22] (1930) were among the first Southwestern states to distribute teaching manuals. Denver Public Schools[23] (1951) was among the first major urban districts to embrace a community program.

Applications of standardized psychometrics and mental measurements to the Spanish-speaking student population has been an arena of conflict since 1924 (Sheldon)[24]. Major objections raised to the tyranny of testing have traditionally followed: (1) builders have designed items that tap Anglo cultural content and an English language vernacular, (2) thus, inferences drawn from Chicano test results are culturally biased and hence undependable,[25] (3) Spanish-speaking children assigned to low ability or mentally retarded classes as a result of test scores have been victimized;[26] (4) Spanish-surnamed children designated grade repeaters via achievement test scores have been victimized, and (5) summatively, misuse of test scores may terminate in pupil ethnic segregation, and hence, alienation from school.[27,28,29]

In light of the foregoing criticisms numerous research attempts have been made to develop psychometrics which assess the Spanish ability and achievement. It is interesting to note that such ventures typically tap unicultural and unilingual domains. Psychometrics do not probe the bilingual or bicultural facets. Some of the better-known Spanish vernacular testing efforts are: Spanish language use of Goodenough & Harris' Drawing Test[30] (draw-a-man), 1963; Roca's[31] version of Wechsler's Intelligence Scale for Children, Escala de Inteligencia Wechsler Para Niños; Inter-American Tests of General Ability, Tests of Reading, Tests of Number, by Manuel[32]; and Tests of Basic Experiences.[33] Additional research has been conducted to isolate test content which is common to all cultures. The Davis-Eells Games[34] are illustrative of the efforts to create a "culturally fair" intelligence test. Application of the test with Southwestern Spanish-speaking pupils showed the cultural bias similar to traditional intelligence assessment devices.[35]

Three landmarks in reform legislation focused attention on the paucity of definitive and reliable behavioral, educational, and social science research concerning the Spanish-American pupil: (1) Operation Headstart (Office of Economic Opportunity, 1963); (2) Elementary and Secondary Act (1965); and (3) Bilingual Education Amendment (1967).[36] Numbers of research investigations and books were published in response to that need: Galarza, Gallegos and Samora[37] (1969) dealt with the interlock between poverty and familism. The family was treated as the logical communications

unit. Glick[38] (1966), and Heller[39] (1966) described the economic and social plight with reform recommendations. Gebler[40] (1967) examined the years of school differential between native and foreign born Spanish-speakers. Madsen[41] (1964) treated Spanish-speakers of South Texas while Rubel[42] (1966) stressed the urban dynamics between Anglos and Chicanos in a major Texas city. Gonzalez[43] depicted New Mexico's Chicano population, economics and sociology as different from that of surrounding states. Geographical proximity to Mexico plus a constant immigration of Mexican nationals were described as factors supportive of cultural and identity maintenance by Simmons[44] (1967). Steinfield[45] (1970) noted that . . . Cracks in the Melting Pot . . . were beginning to appear in that minorities were reverting to discreet collectives for maintenance of group identities. Two resource compilations gathered by Barrios[46] (1971) and Stoddard[47] (1970) constituted major syntheses of an otherwise diffuse literature.

While public school and university intellectual blueprints guiding bilingual teacher specialist preparation are in lean supply the technical literature supports nine tests of program adequacy. An effective bilingual teacher preparation program must equip the teacher to:

(i) map and apply the socioculture of the Spanish-speaker, Carter[48,49] (1969, 1970).

(ii) master and volitionally apply Spanish as a functional Southwestern vernacular, Van Meter & Barba[50] (1969)

(iii) evidence techniques of seeking and utilizing parental input in making curricular and life decisions concerning the pupil, John & Horner[51] (1971).

(iv) be familiar with and competent with relevant applications of linguistics, second language and psycholinguistic classroom applications, Rosen & Ortega[52] (1969).

(v) master and apply the psychological nuances and implications of biculturalism as involved in shaping pupil behavior, Las Cruces Schools[53] (1970).

(vi) be aggressive and facile in the creation and location of culturally relevant teaching materials for the classroom, Hughes & Harrison[54] (1971).

(vii) evidence a motivational understanding and application of factors conducive to formation and maintenance of a positive self-image, Carter[55] (1970).

(viii) be knowledgeable that the Spanish-speaking child may have conceptual voids in two cultures, Sanchez[56] (1957).

(ix) be familiar, conversant, and methodologically equipped to apply relevant materials, curricula and innovation, Majer, K. S.[57] (1973).

A hallmark sourcework to be consulted in the "blueprint" planning phase in bilingual teacher preparation design is that of Cornejo[58] (1974). Of 216 Federally funded bilingual programs, 1972-73, 123 were specifically designed for the Chicano. A depth analysis of theories and classroom applications of first and second language programs was performed. Cornejo utilized the Fishman-Lovas bilingual classification typology.[59]

	Typology	Description	District where found
I.	transitional bilingualism	mother tongue used until children adjust to school and can achieve in second language.	most commonly found in school districts
II.	monoliterate bilingualism	oral command of first and second languages with literacy in second.	bilingual/bicultural education Para Los Estudiantes de El Rancho, El Rancho Unified School, California
III.	partial bilingualism	fluency/literacy in first and second languages with literacy in second limited to given content areas.	Spanish Curricula Development Center, Dade County, Florida
IV.	full bilingualism	full bilingualism main goal, all skills taught in two languages.	Laredo Independent School District, Laredo, Texas

Cornejo[60] reviewed the collective concerns of numerous bilingual theorists and classroom teachers as to program quality. A general slowdown of teaching material production was suggested until evaluation was brought to bear. Similarly, sophisticated research design and subsequent evaluation was felt to be lacking in current Federally subsidized programs. Summatively, Cornejo[61] expressed the view that a total language immersion approach offered the greatest promise for future program effectiveness. While Cornejo addresses the question of public school program adequacy in his synthesis, findings (when combined with those of Andersson and Boyer[62], 1970), clearly carry direct implications for quality teacher preparation program design:

(i) attention to English as a vernacular must not reduce a Spanish language emphasis to mere tokenism.

(ii) Anglo teachers backed with poorly-trained bilingual aides often serve as poor language models.

(iii) without careful planning, goal definition and evaluation, bilingual programs will suffer.

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